DOCUMENT RESUME

ED 400 904 JC 960 674

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TITLE Student Satisfaction with Academic Achievement. Institutional Report.
INSTITUTION Cumberland County Coll., Vineland, N.J.
PUB DATE 22 Nov 96
NOTE 22p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Advising; Community Colleges; *Counselor Evaluation; *Educational Counseling; *Participant Satisfaction; Program Effectiveness; *School Counselors; *Student Attitudes; Student College Relationship; Student Surveys; Two Year Colleges
IDENTIFIERS *Cumberland County College NJ

ABSTRACT

In spring 1996, Cumberland County College (CCC), in New Jersey, conducted a survey to determine the level of satisfaction of students with academic advisement services. A 36-item questionnaire developed by American College Testing (ACT) was distributed to 667 degree-seeking students, representing one third of the degree-seeking students enrolled in the term. Responses were received from 36% of the students and were sorted by students' advising group (i.e., Humanities, Math/Science and Technology, Social Behavioral Science, Business, Educational Opportunity Fund (EOF) participants, Student Support Services, and Management Team). Survey findings included the following: (1) the most typical student in the survey was a full-time, female, day student who had completed 2 full-time semesters; (2) all seven groups gave positive scores to statements that advisors are good listeners, respect students' rights to make their own decisions, encourage them to achieve their goals, are approachable and easy to talk to, keep personal information confidential, and have a sense of humor; (3) the advisors of EOF students received the highest ratings for academic advisement; and (4) all advising groups were rated poorly with respect to encouraging students to participate in extracurricular activities. Appendixes provide the survey instrument; cover letters; and student comments about academic advising services. (TGI)

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ED 400 904

Institutional Report: Student Satisfaction with Academic Advisement

By

Steven M. Stolar
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JC 960 674

Institutional Report: Student Satisfaction with Academic Advisement

Cumberland County College - November 22, 1996
Prepared by the Office of Academic Advisement
Steven M. Stolar, Ed.D.

Summary

In the Spring of 1996, a survey was undertaken to determine the level of satisfaction of Cumberland's student body with academic advisement services. Survey information was solicited from one third of the degree seeking student body with a 36 item questionnaire developed by American College Testing (ACT). Responses were organized by seven distinct advising groups: Humanities, Math/Science and Technology, Social Behavioral Science, Business, EOF, Student Support Services, and Management Team. Mean scores for each of the advising groups were computed for each of the survey questions. Using a 3.0 mean score on a 5 point Likert scale as the minimum acceptable level of student satisfaction, it was found that students are generally satisfied with academic advising services they receive on campus. Only two departments attained a score below the 3.0 benchmark. EOF students were the most satisfied with their advisors overall, followed by our business students, and those enrolled within the Math/Science & Technologies Division.

Procedure

Sample

One third of the degree seeking students enrolled during the Spring 1996 semester were randomly selected to take part in this survey. There were 2,059 degree seeking students enrolled, of which 667 were identified. The randomly identified students were representative of the colleges' service area. Areas of residence include:

Vineland	205
Millville	174
Bridgeton	152
CMCH	11
Cedarville	11
Newfield	12
All others	102
Total	667

A total return of 242 surveys was obtained for a 36 percent response rate.

In January of 1996, the identified students were mailed a letter (Appendix 1) which explained the purpose of the survey, and a survey form (Appendix 2), along with a postage paid self-addressed return envelop. In early March, a follow up letter was sent to all students (Appendix 3). The surveys were not coded and students were informed that their responses would remain completely anonymous. By the end of the semester, a 36 percent response rate was obtained and the results were compiled over the summer.

Instrumentation

The questionnaire used to determine student satisfaction was developed by the ACT National Center for the Advancement of Educational Practices from a review of existing evaluation instruments for determining effective advising behaviors. The advantage of using the existing ACT survey was that national norms have already been established; this survey has been used at hundreds of colleges and universities throughout the country (Habley 1995). A mean score of 3.0 or greater for a particular question is considered satisfactory. Each of the 36 survey questions were poised with a five point Likert scale. For example:

	strongly disagree				strongly agree
My academic advisor...	circle the best number				
1. Knows who I am.....	1	2	3	4	5
2. Is a good listener.....	1	2	3	4	5

Students were asked to circle the best response to all 36 survey items.

In addition to the ACT survey questions, students were also asked to respond to the following:

How many credits have you completed?
Are you a full or a part time student?
Are you male of female?
Do you attend mostly in the day of in the evening?
Do you know the name of your advisor?
What degree program are you currently enrolled in?

Students were also invited to provided any comments they felt were pertinent to the survey.

Results

Description of Subjects

As previously mentioned, 242 students participated in this survey. They were all randomly selected, degree seeking students and represent a 36 percent return of one third of the student body. The average number of credits completed by the combined group was 35 with a standard deviation of 22. In other words, 68 percent of the students in this survey had completed between 12 and 56 credits. The range for credits completed was 0-125. Twenty nine (29) percent of the students were part time and 71 attended full time. The male to female ratio was reported to be 21 percent male and 79 percent female. Most of the students, 74 percent were predominantly day time students, while 26 percent indicated that they attended class mostly in the evening.

To summarize, the most typical student in this survey was a full time, female, day student who had completed two full time semesters. Only 10 students (4 percent) indicated that they did not know the name of their assigned advisor. The student's age was not asked.

Analysis of the Data

Table 1 (pp. 6-9) contains the group mean scores for each of the 36 questions related to satisfaction with advising services. These scores are presented by advising group. The first set of across at the top of each page are combined group scores representing all 242 students' responses. Thereafter, individual advisement units' scores are presented. These include: Humanities, Math/Science and Technologies, Nursing, Social/Behavioral Sciences, Business, EOF, Student Support Services, Management Team, and Others. The "Others" group was formed to group those students who did not know, or did not indicate their advisors' name or academic program; there were 25 students in this group.

Below are brief narratives of the descriptive statistics developed for each of the advising sub groups. Acceptable or satisfactory scores were those at or above a 3.0 average mean score. Scores were considered commendable when they were at or above the 4.0 mark. The sub groups for Management Team and "Others" were eliminated from this discussion section. Management Team because 7 of the 12 respondents were assigned to the director of advisement and the results were not representative of the entire Management Team's advisement services. Others were eliminated because these students did not know who their advisor was, or knew and did not indicate the name or their academic program, therefore it could not be determined who was being evaluated.

As a convenient reference tool, Appendix 4 (page 14) was created which is a list of the 36 ACT questions contained in the survey.

All groups combined: Institution wide, commendable scores were obtained in all seven sub groups for questions 2, 8, 14, 31, 33, and 35. This indicates that students most often feel that our advisors are good listeners, respect students' rights to make their own decisions, encourage them to achieve their goals, are approachable and easy to talk to, keep personal information confidential, and have a sense of humor. The single lowest score overall was for question 27 (3.21) on encouraging student involvement in extracurricular activities.

Advising Sub Units

1. Humanities: This division had 9 commendable scores. They were for questions 2, 4, 6, 8, 9, 14, 31, 33, and 35. Also, they were one of two units to receive a mean score below a 3.0. This was for question 16, "My advisor takes the initiative in arranging meetings with me".

2. Math/Science and Technologies: This division had 15 commendable scores. They were for questions 1, 2, 4, 5, 8, 9, 12, 14, 17, 19, 22, 31, 33, 34, and 35. The single lowest score for this division, like the Humanities advisors, was also on question 16 (3.11).

3. Nursing: The Nursing Division had 14 commendable scores. They were for questions 2, 4, 5, 6, 7, 8, 14, 17, 19, 30, 31, 33, 35, 36. The single lowest score for the Nursing Division was for question 27 (3.2) "My Advisor encourages involvement in extracurricular activities", the same low score obtained for all groups combined.

4. Social/Behavioral Science: This advising unit obtained 7 commendable scores. They were for questions 1, 2, 8, 22, 31, 33, and 35. This group was also one of two advising units to receive a mean score below a 3.0. This was, again on question 27, encouraging student participation in extracurricular activities.

5. Business: Although this unit is administered along with the Social/Behavioral Sciences Division, students were broken out from these two areas due to the different office locations of the faculty and unrelated subject areas. The numbers of students representative of these two areas were within the range of other advising units (see Table 1). The Business Advising Unit obtained 20 commendable mean scores, second only to the EOF Department. These scores of 4.0 or more were for questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17, 19, 22, 30, 31, 33, 35, and 36. There were 29 students in this group who collectively had the lowest number of completed credits (24).

6. EOF: This department obtained commendable scores on all survey questions except number 27, encouraging extracurricular involvement.

7. Student Support Services: This advising unit obtained 13 commendable scores on questions 2, 3, 7, 14, 19, 20, 22, 30, 31, 32, 33, 34, and 35. This units' single lowest score, although relatively high (3.76) was on question 27, again concerning extracurricular activities.

Discussion

Some of Cumberland's academic advisors have disputed the appropriateness of some of the questions contained in the survey used here. This instrument was selected due to its comprehensive assessment of developmental advisement as described on page 1 of the Advisors Manual. Also, this instrument has been recognized as an excellent tool for measuring what we were interested in discovering from our students. It was reviewed by the Advisement Committee and approved for use in this survey.

Overall, the responses appear to be very positive. Form 252 possible responses on 36 questions from 7 different advising units, only two scores were below the standard minimum acceptable score of 3.0. Therefore, what possible meaning could this investigation provide other than to confirm that we are doing a great job. Initially, that is exactly the message we should get from this survey. Kudos to everyone!!! Your students compliment you tremendously.

Other trends appear that cannot go unnoticed. Question 27 appeared repeatedly as a low scoring item. This could be a reflection of a typical community college campus with few opportunities for campus involvement compared to a four year residential campus, however, it is more likely what it appears to be. We need to encourage students to take part in opportunities for campus involvement, both co- and extracurricular activities. Page 18 of the College Catalog identifies 16 student organizations, all opportunities for campus involvement. There is no greater means to increase learning and retention than to enhance students' involvement on campus (Astin 1984, 1985; Jacobi, Astin & Ayala 1987; Tinto 1975, 1987).

The EOF Program deserves mention since students rated advisement services there higher than anywhere else on campus. I would also expect the program to receive very high ratings. Not only has the program been rated the best of its kind in New Jersey for many years, but they specialize in developmental advising and provide personal counseling. The program has a student to counselor ratio of about 80 to 1, and maintains higher retention rates than the institution average even with a high risk student population.

It was previously noted that just two of the mean scores contained within the matrix fell below the 3.0 mark. These were the Humanities Division on question 16 (My advisor takes the initiative in arranging meetings with me), and the Social and Behavioral Science unit on question 27 (My advisor encourages my involvement in extracurricular activities). These issues should be attended to within the divisions.

A myth which seems to have been dispelled in this survey is the notion that our students do not know who their advisors are. Fewer than 4 percent of the respondents in this survey indicated that they did not know who their advisors were. A commonly stated phrase by advisors on campus is "my students don't come in". A review of the mean scores on question 16 may shed light on this. Although scores are generally acceptable, they tend to be among the lowest.

In addition to the extremely positive ratings, students were also very expressive in the comments section. Eighty-six comments were provided and grouped into three categories: Positive (52), negative (15), and neutral (19). Students' comments have been edited to conceal the identity of any person(s) referred to by a student in the comments section (see Appendix 5) on pages 15-19.

Table 1. Average Mean Scores of Advisor Survey Questions Categorized by Advising Divisions

Advising Division	Survey Question Number 1	2	3	4	5	6	7	8	9	10
All Groups Combined (N=242)	4.20	4.27	3.97	4.09	3.96	4.07	4.01	4.19	4.03	3.66
Humanities (n=28)	3.92	4.10	3.67	4.03	3.60	4.17	3.71	4.25	4.10	3.33
Math/Science & Technology (n=27)	4.14	4.07	3.74	4.11	4.0	3.85	3.85	4.25	4.11	3.51
Nursing (n=42)	3.97	4.14	3.92	4.1	4.02	4.04	4.0	4.02	3.95	3.48
Social/Behavioral Sciences (n=24)	4.2	4.08	3.62	3.91	3.75	3.87	3.87	4.16	3.83	3.29
Business (n=29)	4.58	4.5	4.10	4.03	4.0	4.2	4.17	4.14	4.1	3.75
EOF (n=38)	4.65	4.71	4.52	4.39	4.35	4.42	4.44	4.57	4.5	4.31
Student Support Services (n=17)	3.88	4.29	4.05	3.94	3.76	3.94	4.23	3.94	3.88	3.64
Management Team (n=12)	4.5	4.41	4.33	4.08	4.25	4.16	4.16	4.33	4.16	4.0
Others (n=25)	1.79	3.95	3.79	3.83	3.79	3.79	3.66	4.08	3.59	3.52

Students who did not know who their advisor was or did not indicate their Advisors' name.

Table 1 Continued (2 of 4)

Advising Division	Survey Question Number 11	12	13	14	15	16	17	18	19	20
All Groups Combined (N=242)	3.75	4.02	3.95	4.15	3.83	3.35	4.07	3.77	4.0	3.81
Humanities (n=28)	3.55	3.96	3.6	4.21	3.62	2.67	3.57	3.5	3.64	3.54
Math/Science & Technology (n=27)	3.81	4.23	3.84	4.0	3.84	3.11	4.03	3.53	4.0	3.73
Nursing (n=42)	3.53	3.87	3.82	4.0	3.92	3.3	4.3	3.82	4.15	3.64
Social/Behavioral Science (n=24)	3.45	3.79	3.78	3.95	3.34	3.08	3.66	3.5	3.79	3.95
Business (n=29)	3.78	4.06	4.03	4.27	3.96	3.62	4.24	3.82	4.06	3.84
EOF (n=38)	4.34	4.44	4.44	4.44	4.39	4.37	4.5	4.43	4.35	4.36
Student Support Services (n=17)	3.75	3.76	3.93	4.05	3.88	3.82	3.64	3.70	4.29	4.0
Management Team (n=12)	4.09	4.25	4.27	4.33	4.0	3.83	4.58	4.0	4.25	4.33
Others (n=25)	3.36	3.69	3.47	3.83	3.3	2.3	3.82	3.13	3.39	2.85

Students who did not know who their advisor was or did not indicate their Advisors' name.

Table 1 Continued (3 of 4)

Advising Division	Survey Question Number 21	22	23	24	25	26	27	28	29	30
All Groups Combined (N=242)	3.75	4.02	3.76	3.83	3.5	3.65	3.21	3.52	3.64	4.04
Humanities (n=28)	3.57	3.71	3.55	3.59	3.17	3.35	3.0	3.14	3.42	3.92
Math/Science & Technology (n=27)	3.73	4.14	3.74	3.96	3.38	3.61	3.36	3.4	3.53	3.85
Nursing (n=42)	3.56	3.9	3.71	3.76	3.39	3.66	3.2	3.48	3.41	4.07
Social/Behavioral Science (n=24)	3.68	4.04	3.54	3.5	3.25	3.26	2.83	3.33	3.60	3.79
Business (n=29)	3.77	4.13	3.86	3.89	3.55	3.73	3.08	3.70	3.70	4.06
EOF (n=38)	4.43	4.52	4.39	4.36	4.26	4.28	3.76	4.15	4.24	4.63
Student Support Services (n=17)	3.82	4.0	3.88	3.76	3.7	3.94	3.41	3.70	3.82	4.11
Management Team (n=12)	3.83	3.91	3.91	4.33	4.16	4.16	3.66	3.5	3.91	4.08
Others (n=25)	3.16	3.34	2.72	3.05	2.42	2.6	2.23	2.7	2.61	3.15

Students who did not know who their advisor was or did not indicate their Advisors' name.

Table 1 Continued (4 of 4)

Advising Division	Survey Question Number 31	32	33	34	35	36	Credits Completed $\bar{X}$	s	range
All Groups Combined (N=242)	4.22	3.93	4.35	4.04	4.26	4.08	35	22	0-125
Humanities (n=28)	4.32	3.60	4.44	3.85	4.22	3.78	38	16	15-75
Math/Science & Technology (n=27)	4.03	3.80	4.45	4.19	4.07	3.85	41	19	12-70
Nursing (n=42)	4.26	3.90	4.27	3.92	4.21	4.07	38	20	1-76
Social/Behavioral Science (n=24)	4.04	3.79	4.26	3.87	4.41	3.95	33	20	0-74
Business (n=29)	4.28	4.0	4.25	3.89	4.48	4.31	24	18	0-62
EOF (n=38)	4.57	4.47	4.78	4.5	4.39	4.6	29	17	3-80
Student Support Services (n=17)	4.17	4.05	4.17	4.23	4.06	3.88	38	19	4-67
Management Team (n=17)	4.25	4.08	4.08	4.16	4.27	4.33	45	32	6-125
Others (n=25)	3.65	3.1	4.0	3.4	3.89	3.42	38	32	3-120

Students who did not know who their advisor was or did not indicate their Advisors' name.

Appendix 1

Cumberland county college

P.O. BOX 517, VINELAND, NEW JERSEY 08360-0517 • 609/691-8600

January 31, 1996

Dear Cumberland County College Student,

First of all, I would like to welcome you back to another semester at CCC. Study hard, use your time wisely, and remember that your current involvement with the college will have a great impact on your future.

You have been selected to take part in a survey. We would like to know how you feel about the academic advising services you have received here. By completing the enclosed questionnaire, you may express your observations and opinions candidly concerning the academic advisement services we provide. Your feedback will help our advisors identify the strengths and weaknesses within the advisement program at Cumberland. A fair and honest evaluation is important, and all responses are kept strictly confidential.

Would you please take a few moments of your time to complete both sides of the attached survey form and return it in the enclosed self-addressed, postage-paid envelope. Or, you may drop it off at the Advisement Office, located directly across from the College Book Store.

I thank you in advance for your participation.

Sincerely,

Steven M. Stolar, Ed.D
Director of Advisement

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Appendix 2

CUMBERLAND COUNTY COLLEGE - Advisement Office
Academic Advisement Evaluation, Spring 1996

DEAR STUDENT: By completing this questionnaire, you may express your observations and opinions about the academic advisement you recently received. Your ideas will help the advisors at Cumberland to assess the services that are provided to you and other students. A fair and honest evaluation is important. All responses are confidential.

After you have completed the survey, insert it in the enclosed postage paid, self-addressed envelop and drop it in the mail at your earliest convenience, or, drop it by the Advisement Office located across from the book store. Thank you.

	RESPONSE SCALE				
	1 strongly disagree	2	3	4	5 strongly agree
My academic advisor...	circle the best number				
1. Knows who I am	1	2	3	4	5
2. Is a good listener	1	2	3	4	5
3. Expressed interest in me as a unique person	1	2	3	4	5
4. Respects my opinions and feelings	1	2	3	4	5
5. Is available when I need assistance	1	2	3	4	5
6. Provides a caring, open atmosphere	1	2	3	4	5
7. Checks to make sure we understand each other	1	2	3	4	5
8. Respects my rights to make my own decisions	1	2	3	4	5
9. Provides me with accurate information about requirements, prerequisites, etc	1	2	3	4	5
10. Keeps me up to date on changes in academic requirements	1	2	3	4	5
11. Refers me to other sources from which I can obtain information	1	2	3	4	5
12. Encourages me to assume an active role in planning my academic program	1	2	3	4	5
13. Accepts constructive feedback concerning his/her effectiveness as an advisor	1	2	3	4	5
14. Encourages me to achieve my educational goals	1	2	3	4	5
15. Helps me identify the obstacles I need to overcome to reach my educational goals	1	2	3	4	5
16. Takes the initiative in arranging meetings with me	1	2	3	4	5
17. Is on time for appointments with me	1	2	3	4	5
18. Clearly defines advisor/advisee responsibilities	1	2	3	4	5
19. Allows sufficient time to discuss issues or problems	1	2	3	4	5
20. Is willing to discuss personal problems	1	2	3	4	5
21. Anticipates my needs	1	2	3	4	5
22. Helps me select courses that match my interests and abilities	1	2	3	4	5

	1 strongly disagree	2	3	4	5 strongly agree
My academic advisor...	circle the best number				
23. Helps me to examine my needs, interests, and abilities	1	2	3	4	5
24. Is familiar with my academic background	1	2	3	4	5
25. Encourages me to talk about myself and my college experiences	1	2	3	4	5
26. Encourages my involvement in an academic discipline	1	2	3	4	5
27. Encourages my involvement in extracurricular activities	1	2	3	4	5
28. Helps me explore careers in my field of interest	1	2	3	4	5
29. Is knowledgeable about my courses outside my major area of study	1	2	3	4	5
30. Seems to enjoy advising	1	2	3	4	5
31. Is approachable and easy to talk to	1	2	3	4	5
32. Shows concern for my personal growth and development	1	2	3	4	5
33. Keeps personal information confidential	1	2	3	4	5
34. Is flexible in helping me plan my academic program	1	2	3	4	5
35. Has a sense of humor	1	2	3	4	5
36. Is a helpful, effective advisor whom I would recommend to other students	1	2	3	4	5

Please complete the following items to the best of your knowledge.

37. How many credits have you completed _____? (Guess if you need to)
38. Are you a full time _____ (0), or part time _____ (1) student.
39. Are you female _____ (0), or male _____(1).
40. Do you attend mostly in the day _____(0), or evening _____ (1).
41. Do you know the name of your advisor? yes _____ (0), no _____ (1).
42. If you answered yes to question 41, what is their name? _____
43. What academic degree program are you enrolled in? _____

Comments:

_____

_____

_____

Thank you for completing this survey. Your input into the advisor evaluation process is essential for the monitoring and improvement of campus advisement services. Return this form in the enclosed envelope or drop it by the Advisement Office located directly across from the College Book Store.

Appendix 3

Cumberland county college

P.O. BOX 517, VINELAND, NEW JERSEY 08360-0517 • 609/691-8600

February 29, 1996

Dear Cumberland County College Student:

Recently, you were sent a survey form designed to solicit information on your satisfaction with the academic advisement services you have received at Cumberland.

If you have already returned the completed form, you may disregard this letter. However, if you have not returned the survey, would you please do so at your earliest convenience.

Should you need another survey, you may pick one up at the Advisement Office, located directly across from the Trojan Bookstore.

Thank you for your contribution to this important research project.

Sincerely,

Steven M. Stolar

Steven M. Stolar, Ed.D.
Director of Advisement

SMS:pjs

Appendix 4

ACT Questions Used in the Student Satisfaction with Advising Services Survey Spring 1996

My academic advisor...

1. Knows who I am
2. Is a good listener
3. Expressed interest in me as a unique person
4. Respects my opinions and feelings
5. Is available when I need assistance
6. Provides a caring, open atmosphere
7. Checks to make sure we understand each other
8. Respects my rights to make my own decisions
9. Provides me with accurate information about requirements, prerequisites, etc
10. Keeps me up to date on changes in academic requirements
11. Refers me to other sources from which I can obtain information
12. Encourages me to assume an active role in planning my academic program
13. Accepts constructive feedback concerning his/her effectiveness as an advisor
14. Encourages me to achieve my educational goals
15. Helps me identify the obstacles I need to overcome to reach my educational goals
16. Takes the initiative in arranging meetings with me
17. Is on time for appointments with me
18. Clearly defines advisor/advisee responsibilities
19. Allows sufficient time to discuss issues or problems
20. Is willing to discuss personal problems
21. Anticipates my needs
22. Helps me select courses that match my interests and abilities
23. Helps me to examine my needs, interests, and abilities
24. Is familiar with my academic background
25. Encourages me to talk about myself and my college experiences
26. Encourages my involvement in an academic discipline
27. Encourages my involvement in extracurricular activities
28. Helps me explore careers in my field of interest
29. Is knowledgeable about my courses outside my major area of study
30. Seems to enjoy advising
31. Is approachable and easy to talk to
32. Shows concern for my personal growth and development
33. Keeps personal information confidential
34. Is flexible in helping me plan my academic program
35. Has a sense of humor
36. Is a helpful, effective advisor whom I would recommend to other students

Appendix 5

Students Comments About Academic Advising Services at Cumberland County College

I. Positive Comments

1. Her philosophy not to compete but to excel helped me greatly in my academic progress.
2. She is a great advisor. I wish that she could give me my degree at my graduation.
3. _____ is a very nice and understanding person. She is also very helpful in choosing my many options here at the college. I owe her many thank yous for being there.
4. _____ is a fantastic asset to the CCC. If I had to choose an advisor, I wouldn't hesitate to choose her again. She is the best employee on CCC campus.
5. _____ kept me in college when others thought it was impossible. She has been with me through a lot! She is my inspiration. I don't know what I would do without the EOF program or _____.
6. _____ is a great advisor. She has helped me to see I can set goals and accomplish them and she is there for me every step of the way!!
7. My academic advisor is great. She shows concern and tries to help me in deciding what I would like to do and achieving that goal.
8. I feel the advisors do a great job. Even those who are not your personal advisor also get involved and I agree strongly with that procedure.
9. I am pleased with my advisor and highly recommend her to other students. _____ is a tremendous help and a blessing to me.
10. I'm a student that trust only few people and let only a few people close to me. However, _____ has given me trust and courage enough to believe I can do anything I want and enough for me to know that she really cares about the students.
11. _____ is a very good academic advisor. She is very easy to talk to and show interest with my concerns.
12. Although I only met with _____ once so far I have her for class and I enjoy her. She makes me feel comfortable.
13. Only met with my advisor on one occasion to work up my spring semester schedule, was very helpful. Some of the areas above we really did not cover to much of. What we did cover he was very helpful and accommodating.
14. _____ is the greatest aid a college student could have. I would, and have, recommended him to other students.
15. As an advisor and professor he is very knowledgeable and wise. His life experiences makes his courses very interesting and easy to grasp concepts.
16. Having a wonderful time. Thanks
17. I strongly concur with all positive factors concerning _____. He has actively guided me in my college career and assisted me greatly.
18. _____ is easy to get hold of, he is up to date on the requirements for my degree and very friendly and happy to be around.
19. _____ is an excellent advisor. He has so much to offer his students.
20. He is a great advisor and professor. I wish that CCC had more

professors like him.
21. _____ is all the above and I am thankful to have him as my advisor. Also _____ and _____ have had their doors opened when needed.
22. I enjoy having _____ as my advisor and am sorry I couldn't take more classes with him.
23. He seems to be good, I just haven't spent any extra time trying to know him and vise verse.
24. Is an all around good advisor.
25. I had _____ first but now I have _____ in EOF and they both were great help to me.
26. The first time I met _____ we had a brief meeting and I ran into her in the mall and she remembered my name and expressed interest in my education. I was very impressed with her concerns.
27. His understanding of the discipline is excellent, and he is a very good advisor. Under item 20, I do not tell him my personal problems because I can handle them myself.
28. _____ advisements have helped to guide me in directions unknown to me - thanks to her guidance and knowledge regarding new educational guidelines, I am able to complete my goals in a shorter period of time.
29. Don't let her go! She's the best! She never made me feel rushed. She showed genuine empathy as I presented the obstacles I was facing. She showed genuine concern as she helped me make some very important decisions in a very kind, angelic way.
30. She is very knowledgeable and understanding.
31. _____ is a good advisor and an excellent teacher. A decent man who really cares.
32. Many of the above questions really didn't apply or don't know and were answered with a 3. I've only had one meeting so far and that was very short (10 min.) but overall I was happy with the results. This survey should be more generalized.
33. _____ goes beyond what a teacher or advisor is suppose to do. He makes my job as a student much easier.
34. _____ is a wonderful guy who is always there to take care of his students and advisees. He is someone I hope to become more like (except for his smoking)! (HA! HA! HA!)
35. I feel as if _____ is an excellent and thorough teacher/professor who takes the time to give students good advise, particularly those interested in this field.
36. _____ is always worried about what's going on with me and always there to help me whenever I need it.
37. After _____ was assigned to be my advisor, everything has been better than with my first advisor, I am very happy to have an advisor who expresses interest in my academics.
38. _____ is much more helpful to me than my old advisor.
39. I recommend _____ and Cumberland County College to all people of my age. I have enjoyed my time at CCC and I am continuing to attend.
40. _____ is a great advisor as well as a great English teacher!
41. _____ is a very understanding person. I enjoy her as a teacher and an advisor.
42. _____ is a wonderful advisor. He helps me pick the best classes, and is very easy to talk to. He listens to what I have to say and then gives me his opinion. He is very helpful and I'm very grateful!
43. Do to my change in major, I will unfortunately have to change my advisor. _____ has helped me a great deal and I would recommend him to

other students.
44. Although my adviser has a busy schedule, The time we spent together discussing my future has guided me in the proper direction. I feel my future has a lot more promise than before I attended CCC.
45. He is a good advisor, but I never had to discuss any personal matters with him.
46. _____ has been a wonderful academic advisor for the past two years. He is honest, helpful, and understanding, and I would recommend him to anyone.
47. _____ was a good advisor but I felt like he was pushed for time.
48. _____ is a nice, but very busy person. She is great when allowing me to decide my own courses, but I really need someone to prepare me transferring (getting the credits I need at CCC to transfer).
49. A have not met with my advisor, but _____ helps me out with meeting my credits. He's very helpful.
50. _____ is a king and caring person and is always there for me when I need to talk to her. I would recommend her to any student at the college.
51. _____ is a very great and smart man, he has an excellent sense of humor and is good at teaching computers.
52. _____ is a wonderful advisor.

II. Negative Comments

53. Had to go to someone else my advisor gave me all the wrong classes and acted like he didn't want to be bothered.
54. I have been misadvised by others not only this particular advisor.
55. Never returns calls. Was not on time for appts. Rude ignorant did not discuss anything with me - he told me what was my major. Yelled at me for reporting him to the dean.
56. My only comment is that I feel all pre-requisites should be discussed thoroughly before a student enters your college. I feel I was mislead.
57. In FIVE YEARS of attending CCC on a regular, part-time basis I did not even ONCE meet my advisor face to face and spoke to him on the telephone only once. I scheduled meetings with him twice; he did not show up; no explanation. The only way I could get my course schedule signed was to drop off in secretary's office and pick it up later or have it mailed to me. Twice I spoke with _____, who signed my schedule. It was left entirely up to me to determine what classes, both for free electives and general ed classes, I needed. I received next to nothing in the way of advisement. I am signing my name, will be glad to speak to you if necessary.
58. Last semester I had _____. The one occasion we met was not good. I was "stereotyped" and treated like a child. I was quite disappointed. I was also treated like I was unable to make any of my own decisions. This questionnaire is to grade _____, whom I enjoy very much.
59. I feel that an Academic Advisor should make appointments routinely to check students progress during semester; I feel that _____ is a great person but as an Academic Advisor he needs to really sit with the students and tell them what classes are best to take to transfer. He needs to allow himself to have a decent time for advisement not 5 minutes here or five minutes there. I think he has two many different shoes to fill.

60. I feel advisors should take time out for their students. Know their background and where they intend to go in the future.
61. I have never met with my advisor due to the fact his schedule conflicts with mine because I work during the day. When I attempted to make an appointment with my assigned advisor, in or around Nov. '95 in order to enroll for spring '96, I was advised that he was only available during the hours of 11:00a to 12:00p (approx) and that I should leave my job to meet with him. This was totally unacceptable to me.
62. The woman who makes the appointments for _____, is extremely rude and curt. A little politeness on her part would be appreciated.
63. The answers are based on our meeting so they may not be applicable. However, she did not seem very interested in me, nor did she seem to care.
64. I used #3 as a noncommittal answer. I am an adult w/ a degree in Business Mgmt. I am well aware of how class scheduling and requirements work. I found in the past that my best resource for graduating on time is NOT to use advisors. Most are not concerned and have poorly advised me. This is not a reflection on _____. I choose to know what I'm doing prior to seeing her.
65. My advisor did not inform me that if I had dropped one 3-credit course I would not have enough courses to graduate. I dropped one and did not know until I petitioned to graduate. Other than this, she is very good.
66. hasn't even met w/ me; I only know my adviser as he was a professor for a class I was in!
67. My appointment with her was rushed and she did not seem friendly. Actually I had inquired about getting a new advisor. (Someone who is willing to take time and explain things.) I realize this is big college, but being personal and friendly should be a given.

III. Neutral Comments

68. I really could not answer this evaluation very easily because I have only seen my advisor one time.
69. Ya need to get updated information from ACC.
70. The transfer advice is restricted to local 4-year colleges only. I am interested in North Jersey. (i.e., Trenton State College, Rider, etc.)
71. I would like to have an advisor that knows more about the nursing program.
72. I tend to seek information independently, therefore, I don't see my adviser on a regular basis unless a signature is needed.
73. I feel that students have problems other than the new adjustments to college and its pressures. We have children, jobs, bills, and a good advisor takes all this into consideration.
74. _____ is my new advisor, since I have changes my degree program. The questionnaire pertains to my old advisor _____.
75. My answers really aren't fair to her because I used to have _____ and was switched to her in my last yr. of Nursing.

76. My sisters attended ACC - She has had difficulty there because the Advisor is not required to sign applications for class. CCC assigns you advisor right away, by doing so students stay on track with their goals. Advisement is crucial. I would like to see my credits reviewed each quarter and have my advisor send me info on how many credits I have, what my grade point average is and what classes I would be required to have next semester. Sending a report with just our grades is not enough. More info would be appropriate by degree seeking students.
77. I have only had one (1) meeting with my academic adviser, so many of the questions asked were not applicable.
78. I believe that advisors should schedule a time to meet with their advisees at least once a month, if not more, even if it is to just see how we (the advisees) are doing. It would show an interest and helps the advisee to become more acquainted with and to become more familiar with their advisor.
79. I am in the middle of advisors right now so my answers are really a combination of the two.
80. _____ is a busy guy. He teaches a lot of courses. So, I wouldn't expect his to be able to preform all these functions at the same time.
81. NA, I answered because I have not come across that situation.
82. "Please" "Help us" Post the results of this survey on all campus bulletin boards to show your honesty!
83. I had one uncomfortable experience with advisement. I was unaware that there was a hierarchy to assigning advisors. I found myself explaining very personal limitations to one person only to find out I would be assigned to another person and therefore need to discuss that personal information again. IT was solved by having the 1st person remain as my advisor even though he is outside my field of interest. Please clarify, initially if mtgs are just to assign advisors or advise! I wasn't prepared to share the information with one (new person) let alone repeat it. It was necessary to discuss to understand my goals.
84. I have only met with my advisor one time.
85. Other than having my advisor sigh my registration from I have had no other contact with him.
86. This is very subjective questions. There was no answer for things that did not go on between us.

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